

Course Outline

Code: EDU725

Title: Teaching Junior Secondary Arts 1

Faculty:	Science, Health, Education and Engineering
School:	Education
Teaching Session:	Semester 1
Year:	2019
Course Coordinator:	Dr Rachael Dwyer
Course Moderator:	Dr Kenneth Young

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This course builds capacity to discern effective pedagogy within the Arts (Music, Drama, Visual Arts, Dance and Media Arts) and to confidently facilitate an integrated Arts approach for Years 7 - 10. You organise and plan lessons using the Australian Curriculum for the Arts, synthesise feedback and apply your knowledge, understanding and skills to interpret, implement and adapt learning, in order to engage Junior Secondary students. You integrate Aboriginal and Torres Strait Islander histories, culture or languages into learning activities and critically reflect on your professional practice.

1.2 Course topics

- Australian curriculum: Arts
- Key reports, policy and initiatives relating to the Arts teaching areas
- Strategies for differentiating teaching to meet the specific learning needs of students in the Arts
- Concepts, principles and structure of arts pedagogy including content and teaching strategies for the different Arts strands of Music, Drama, Visual Arts, Dance and Media Arts
- Aboriginal and Torres Strait Islander histories, culture and languages
- Aesthetic experience and curriculum design in the Arts
- ICT applications in teaching and learning in the Arts in Years 7 - 10

2. What level is this course?

700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course you should be able to:	Assessment Tasks You will be assessed on the learning outcome in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Demonstrate deep knowledge and synthesis of key curriculum frameworks linked to a specific Arts teaching area, the importance of literacy and numeracy and ICT	Task 1 Task 2	Knowledgeable.
Chow a critical understanding of diverse student learning needs, including the Aboriginal and Torres Strait Islander students	Task 1 Task 2 Task 3	Ethical.
Apply specific strategies and teaching knowledge to engage Year 7 -10 students in Drama, Visual Arts, Dance, Media Arts or Music using ICT.	Task 1 Task 2	Empowered.
Justify strategies adopted which cater to diverse student learning needs and prioritise a student-centred approach to teaching and assessment in the selected Arts curriculum area, connecting theory and practice..	Task 2 Task 3	Knowledgeable. Creative and critical thinkers.
Appraise and critically evaluate key concepts within the Arts literature and collaborative processes, and provide/ receive and reflect on feedback on work or performance.	Task 3	Empowered.

Students may attend combined lectures with ED315, AE304 and SE303 undergraduate students. These parallel course deliveries are designed to give students access to expert lecturers. However, postgraduate courses may have additional or separate assessment tasks with appropriate Criteria: that acknowledge the different expectations, learning outcomes, prior knowledge and life experience of a student undertaking an AQF Level 9 program.

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

This course is only available to students enrolled in ED706 Master of Teaching (Secondary) and with an Arts teaching area.

5.2 Pre-requisites

N/A

5.3 Co-requisites

N/A

5.4 Anti-requisites

N/A

5.5 Specific assumed prior knowledge and skills (where applicable)

N/A.

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting	What is the duration / length?	When should I submit?	Where should I submit it?
1	Critical analysis and demonstration of a pedagogical approach	Group	30%	20 minutes	Week 3	In tutorials Week 3
2	Lesson Plans and Rationale	Individual	40%	3000 words	Week 8	Blackboard (SafeAssign)
3	Journal of professional learning and reflection	Individual	30%	1500 words	Week 10	Blackboard (SafeAssign)
			100%			

Assessment Task 1: Critical analysis and demonstration of a pedagogical approach

Goal:	The goal of this task is for you to critically analyse a pedagogical approach, present your analysis to your peers, and demonstrate the approach in an interactive format
Product:	Interactive workshop (in groups of 2 or 3)
Format:	<p>Using your knowledge of student-centred approaches to learning, you and your teaching partner are to deliver a 20-minute presentation that presents a critical analysis of a pedagogical approach suitable for Year 7/8 Arts students. You will begin with a succinct presentation of your analysis, using the format provided on Blackboard.</p> <p>You will then engage your peers in an interactive workshop that demonstrates the strengths and/or limitations of the approach. You should ensure that there are opportunities students of a diverse range of backgrounds and skill levels to participate. You should briefly outline what has been covered previously and possible future directions. The 'students' (your peers) must be actively engaged in Making and/or Responding during the workshop. You are encouraged to consider ways of including more than one Arts subject area, but you should identify the relevant content descriptors from the Australian Curriculum: The Arts that the activities will address, and ensure that each subject included involves rigorous learning.</p> <p>You will submit your lesson plan (using the template provided) and a written summary of your analysis through Blackboard.</p>
Criteria:	<ol style="list-style-type: none"> 1. Knowledge of the Australian Curriculum: The Arts. 2. Application of a specific pedagogical strategy that facilitates student-centred learning. 3. Analysis and evaluation of a specific pedagogical strategy 4. Planning and organisation of teaching, including informal assessment/monitoring of student learning. 5. Communication skills and academic literacies, in written (English expression, grammar, spelling, punctuation, APA referencing conventions) and oral (pace, tone, eye-contact, appropriate visual aids) forms.
Generic skill assessed	Skill assessment level
Collaboration	Specialised

Assessment Task 2: Lesson Planning and Teaching a Lesson Segment

Goal:	The goal of this task is for you to demonstrate your capacity to design a sequence of lessons and to teach a lesson segment in the Arts to Year 7 -10 students.
Product:	Lesson Plan Sequence
Format:	<p>This task involves designing and planning an engaging sequence of three 70-minute lessons for a Year 9/10 class including a rationale for the approach you have taken and the assessment tasks which they would lead to. The lessons should:</p> <ul style="list-style-type: none"> • Include Aboriginal and Torres Strait Islander perspectives, using appropriate protocols for your discipline. • Cater for a diverse range of learners and enable them to successfully interact with new knowledge. • at least one literacy and one numeracy activity within the lesson plans, • effective use of ICT relevant to the Arts learning activities you have devised. <p>These lesson plans should be consecutive, and should include activities that are organised sequentially and ensure a balance between the over-arching organisers of the Arts curriculum: <i>making</i> and <i>responding</i> in the Arts.</p> <p>Your rationale (1000 words) should include references to the course readings and the curriculum documents, and should justify your choices of pedagogy, curriculum content, assessment and resources. Examples and templates will be provided.</p>
Criteria:	<ol style="list-style-type: none"> 1. Demonstration of thorough knowledge of Arts curriculum frameworks 2. Demonstration of thorough knowledge the Australian Curriculum - General Capabilities, and Cross-Curriculum Priorities 3. Planning and organising learning experiences and assessment in ways that promote student learning 4. Effective application of specific strategies and teaching knowledge to positively engage Year 9-10 students in Drama, Visual Arts, Dance, Media Arts or Music. 5. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.
Generic skill assessed	Skill assessment level
Communication	Specialised
Applying technologies	Specialised

Assessment Task 3: Journal of professional learning and reflection

Goal:	The goal of this task is to enable you to examine and reflect on your development as an inspiring teacher of the Arts to students in Years 7 – 10.
Product:	Reflective journal
Format:	<p>You will commence your Professional Journal at the start of the course, and use this to document your development as a teacher of the Arts to students in Years 7 – 10. You will reflect on:</p> <ul style="list-style-type: none"> • your experience of collaboration in Task 1 and how you may apply this to your professional context as an Arts teacher • how you have been able to embed Aboriginal and Torres Strait Islander histories, cultures or perspectives into your Task 2 lessons and the effectiveness of your approach. • strategies that you have incorporated into your lesson plans to develop literacy and numeracy skills within your discipline and make recommendations for future application of these into your teaching practice. • how you might involve parents/carers in Arts education. <p>It is essential that this journal includes reflection how your learning in this course will impact on your future practice, as well as accurate evaluation of your strengths and weaknesses, and clearly articulated actions for your professional development.</p>

Criteria:	<ol style="list-style-type: none"> 1. Explanation, documentation and synthesis of your approach to teaching Junior Secondary Arts, with justification of approach with critical analysis of evidence from the literature 2. Critical reflection on learning, including recognition of broader social, historical and political context and implications for future practice 3. Identification of specific professional learning needs 4. Written communication skills and academic literacies including grammar, English expression, APA referencing conventions, and technical accuracy.
Generic skill assessed	Skill assessment level
Problem solving	Specialised

7. What are the course activities?

7.1 Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit

7.2 Teaching semester/session(s) offered

Sippy Downs: Semester 1

7.3 Course content

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
Module 1 Weeks 1 - 3	Learning and Teaching the Arts: The context and rationale for Arts education.	In this module you will explore the philosophy of the Arts and develop an understanding of the balance between artistic integrity, culture, diversity and education.	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research as appropriate to your specialized field of the Arts. Reading and understanding of the National and State curriculum documents expected in this module. Commencement of your Arts Teacher's Professional Journal.
Module 2 Weeks 4 - 7	The Arts: Music, Drama, Dance, Visual Arts and Media Arts – How do you integrate them?	This module will develop your Arts education activities in your specific specialist field of the Arts, including Australian and Torres Strait Islander Arts. As well as focussing on a specific Arts strand, you will explore Arts integration and the importance of incorporating literacy and numeracy skills and effective ICT in Arts learning activities. Lectures and Tutorials will showcase examples of the various Arts activities, which you are expected to practise and develop in the tutorials.	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research in both your specialist field and across the Arts for the purpose of Arts integration. Task 1 completed during this module. Continue to collate and reflect on material for your Arts Teacher's Professional Journal.

Module 3 Weeks 8 - 10	Aesthetics in the Arts; assessment, feedback and reporting in the Arts.	This module will provide the opportunity to debate aesthetics in the Arts, and it will guide you in the creation of authentic artistic assessment for all students. This module will look at student feedback on assessment both informal and formal, and reporting for students, school and parents.	Readings and viewings provided on Blackboard as stimulus activities for further independent study and research. Task 2 and Task 3 completed during this module.
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Please note that the course activities may be subject to variation.

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

N/A

8.2 Specific requirements

N/A

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- The final mark is in the percentage range 47% to 49.4%
- The course is graded using the Standard Grading scale
- You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School Specific Information

The assessment tasks in this course support pre-service teachers to explicitly demonstrate the following Australian Professional Standards for Teachers (Graduate):

Assessment Task	Australian Professional Standards for Teachers (Graduate)
Task 1: Critical analysis and demonstration of a pedagogical approach	1.1 Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning. 2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 4.1 Identify strategies to support inclusive student participation and engagement in classroom activities. 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 4.5 Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.
Task 2: Lesson Planning and Teaching a Lesson Segment	2.5 Know and understand literacy and numeracy teaching strategies and their application in teaching areas 2.6 Implement teaching strategies for using ICT to expand curriculum learning opportunities for students 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning. 3.5 Demonstrate a range of verbal and non-verbal communication strategies to support student engagement 4.2 Demonstrate the capacity to organise classroom activities and provide clear directions. 5.1 Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. 5.2 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. 5.3 Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning. 5.4 Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
Task 3: Journal of professional learning and reflection	2.1 Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area. 2.2 Organise content into an effective learning and teaching sequence. 2.3 Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans. 2.4 Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages. 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics. 3.2 Plan lesson sequences using knowledge of student learning, content and effective teaching strategies 3.3 Include a range of teaching strategies. 3.4 Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning 3.6 Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. 3.7 Describe a broad range of strategies for involving parents/carers in the educative process. 6.3 Engage with colleagues and improve practice.

Overview of the Master of Teaching (Secondary) Program

Phase 1 - Orientation to the profession:

EDU764 Quality Teaching and Learning
EDU765 Professional Experience: Orientation to the Profession
First two curriculum courses

Phase 2 - Enhancing professional knowledge and skills:

EDU712 Diversity and Inclusion
EDU713 Individual Learner Needs
EDU715 Literacy and Numeracy across the Curriculum
EDU716 Aboriginal and Torres Strait Islander Perspectives in Teaching and Learning
EDU766 Assessing Learning
EDU714 Professional Experience: Managing Learning Environments
Second two curriculum courses

Phase 3 - Synthesis of professional knowledge in practice and research:

EDU717 Using Data for Learning
EDU718 Teacher as Researcher
EDU719 Teacher as Global Practitioner
EDU720 Professional Experience: The Professional Teacher